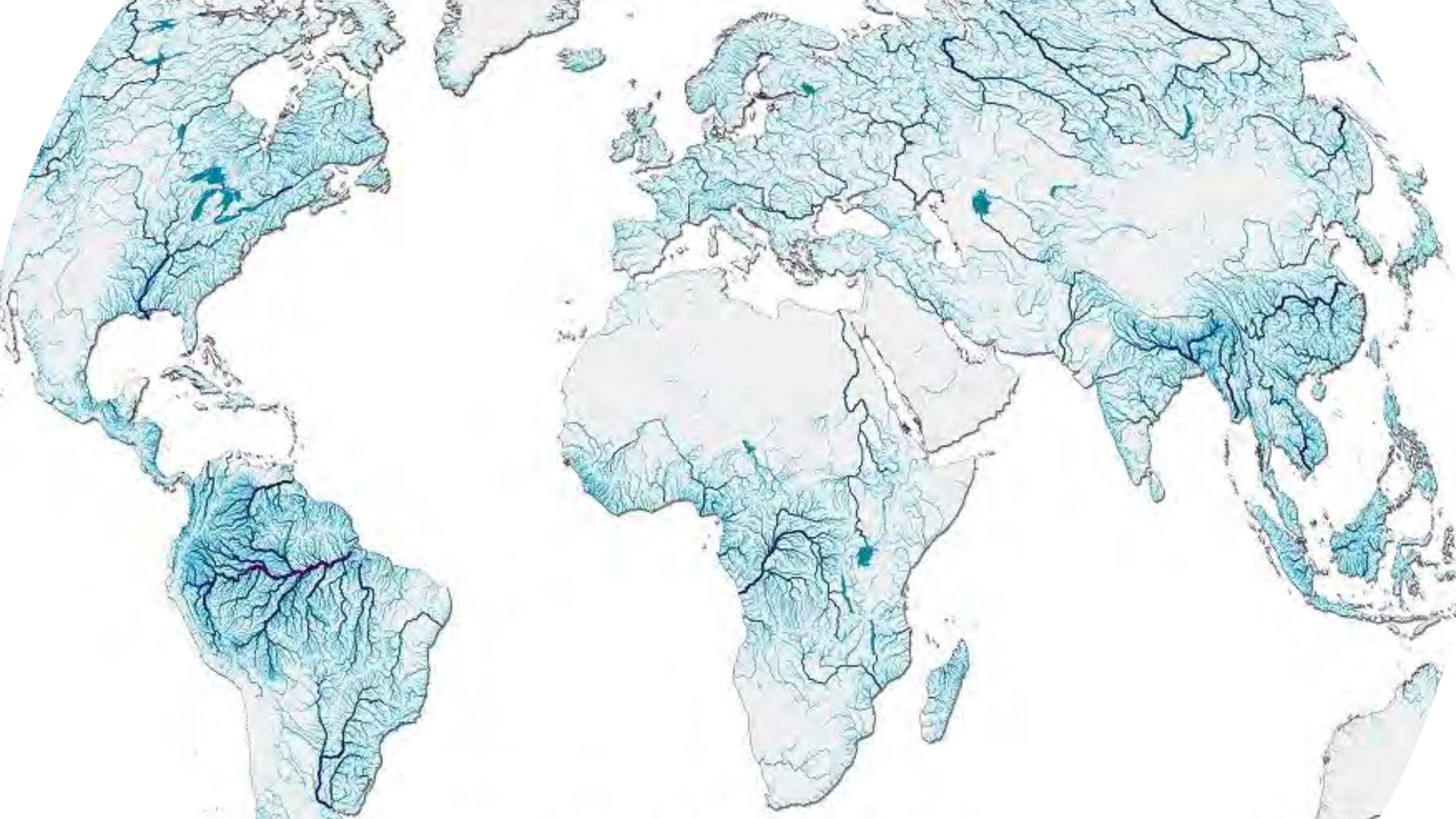


Regenerative River Republic and Education for Thrivability: Designing a Meta-pedagogy for the Manchester-Mersey Bioregion

Dr Tim Saunders

Edge Hill University
Department for Children, Education and Communities

saudert@edgehill.ac.uk



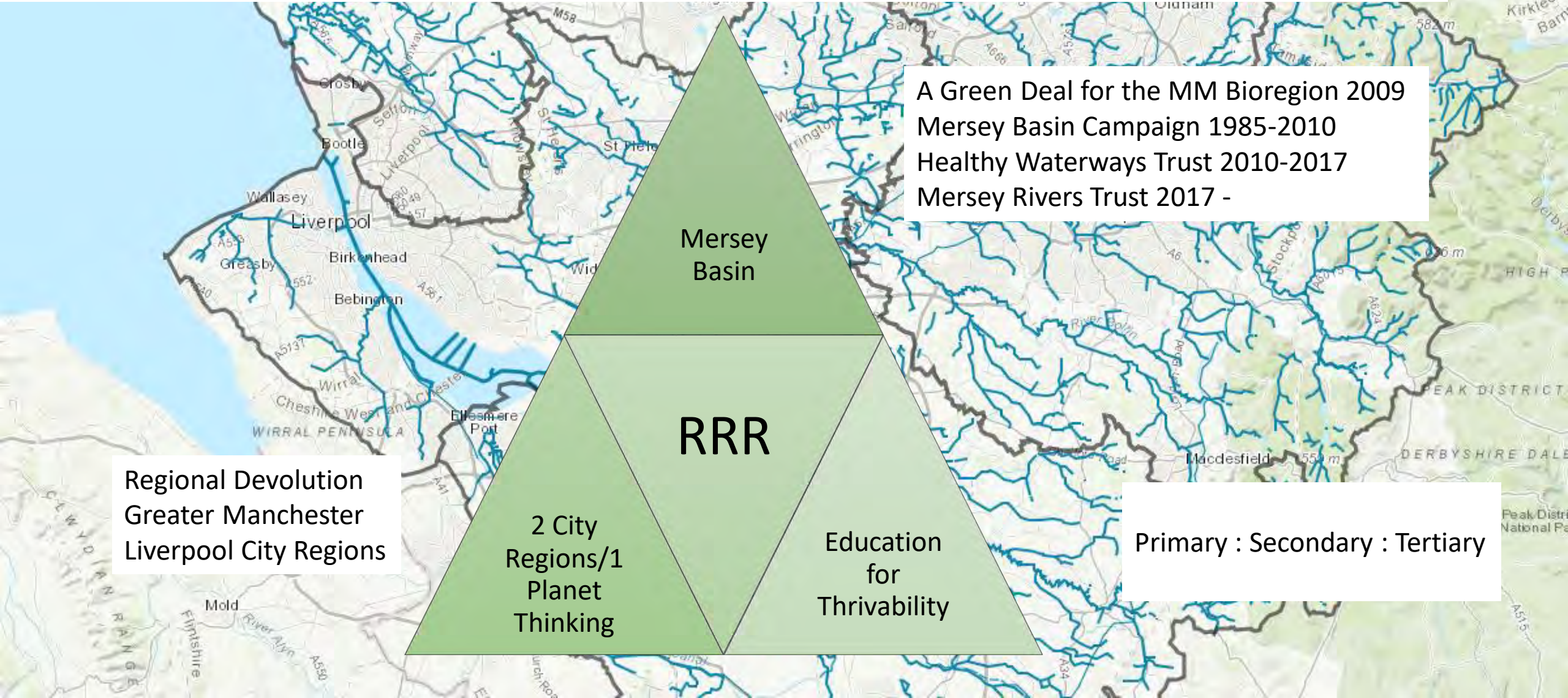
Regenerative River Republic

A bioregion is a land and water territory whose limits are defined not by political boundaries, but by the geographical limits of human communities and ecological systems. Such an area must be large enough to maintain the integrity of the region's biological communities, habitats, and ecosystems; to support important ecological processes, such as nutrient and waste cycling, migration, and stream flow; to meet the habitat requirements of keystone and indicator species; and to include the human communities involved in the management, use, and understanding of biological resources. It must be small enough for local residents to consider it home.

The Bioregional Learning Centre <https://bioregion.org.uk>

Regenerative River Republic

Co-creating a shared vision of the Manchester-Mersey bioregion defined and inspired by the river Mersey and its tributaries and their regeneration for future generations



A Green Deal for the MM Bioregion 2009
Mersey Basin Campaign 1985-2010
Healthy Waterways Trust 2010-2017
Mersey Rivers Trust 2017 -

Regional Devolution
Greater Manchester
Liverpool City Regions

Mersey Basin

RRR

2 City Regions/1 Planet Thinking

Education for Thrivability

Primary : Secondary : Tertiary

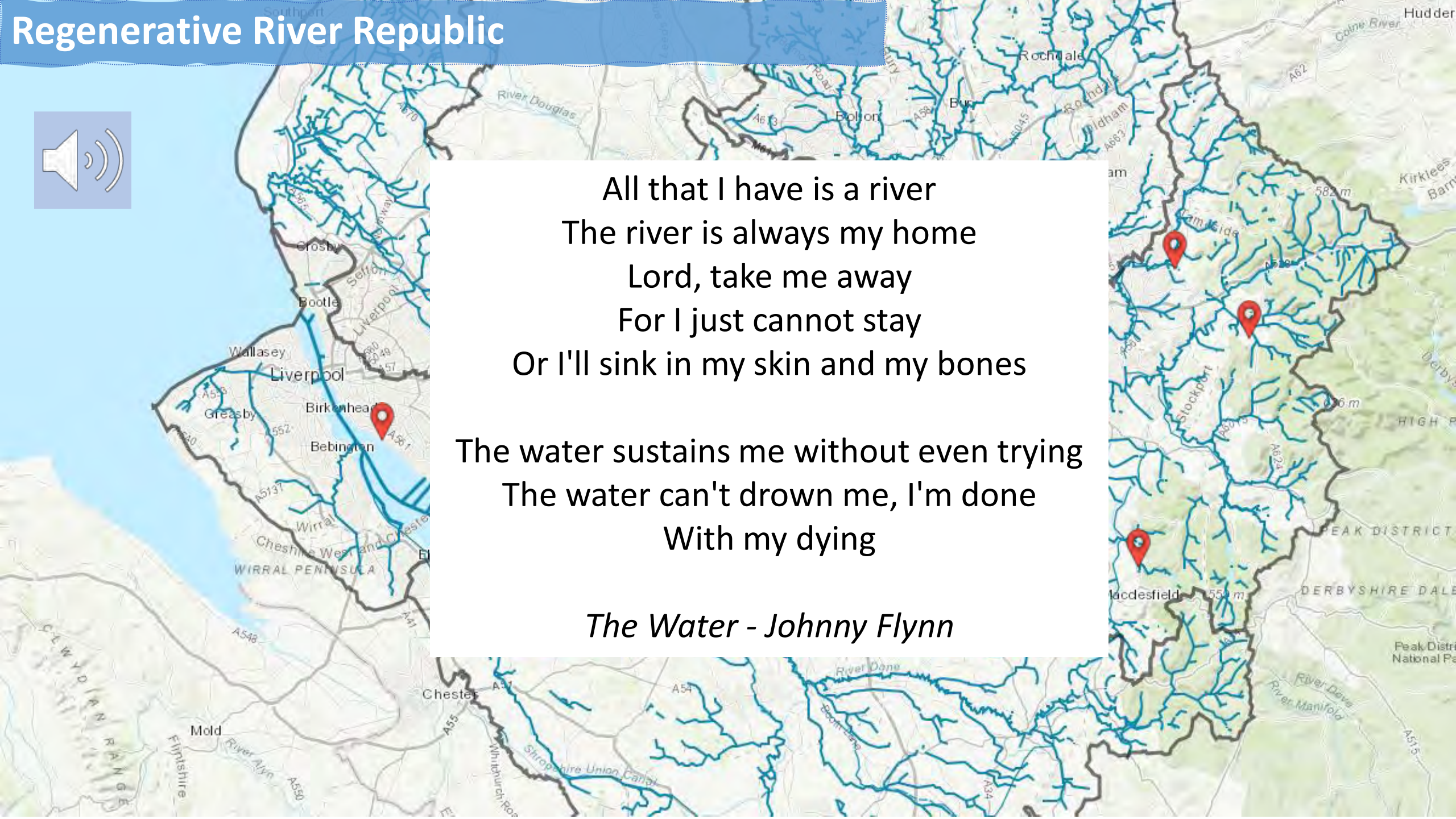
Regenerative River Republic



All that I have is a river
The river is always my home
Lord, take me away
For I just cannot stay
Or I'll sink in my skin and my bones

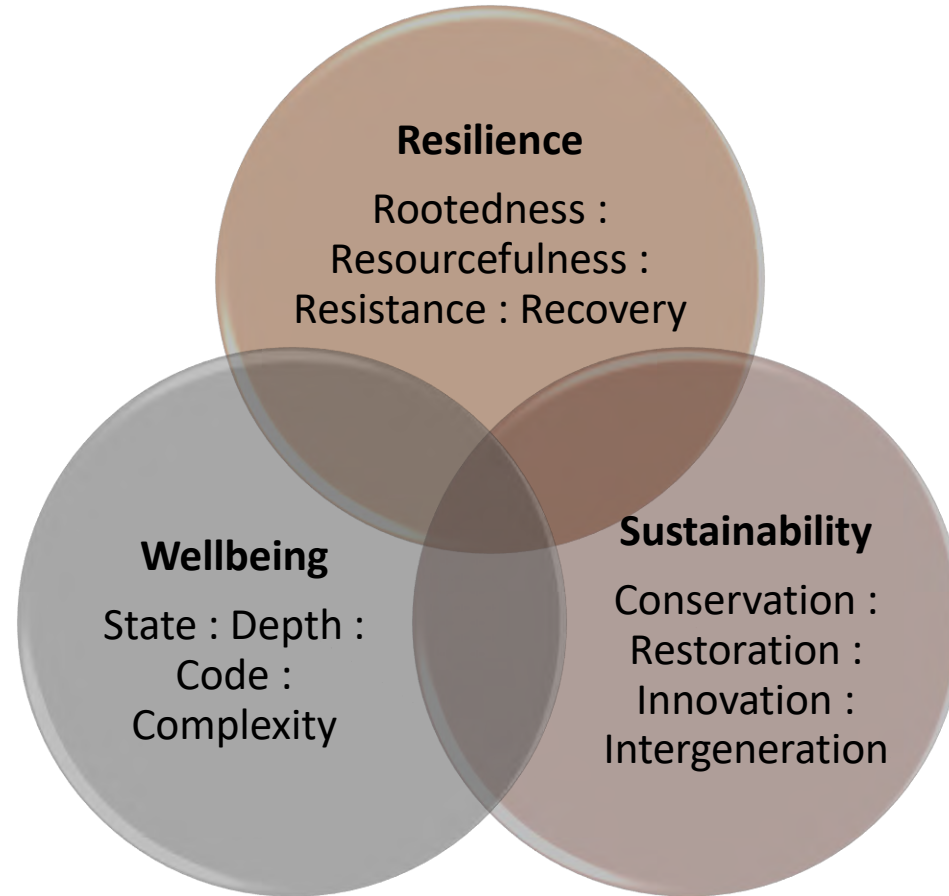
The water sustains me without even trying
The water can't drown me, I'm done
With my dying

The Water - Johnny Flynn

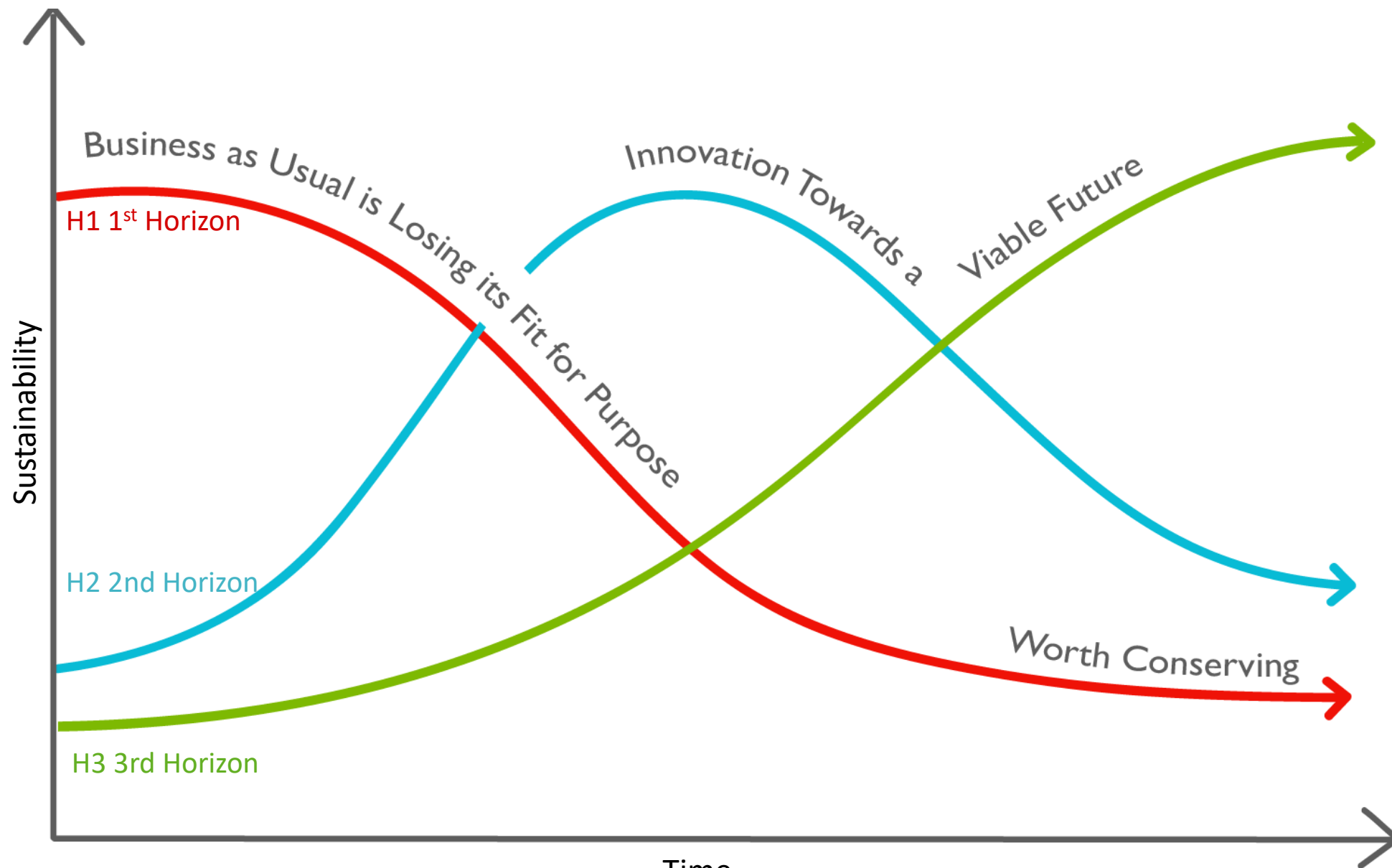


3 Forms of Flourishing in Education for Thrivability

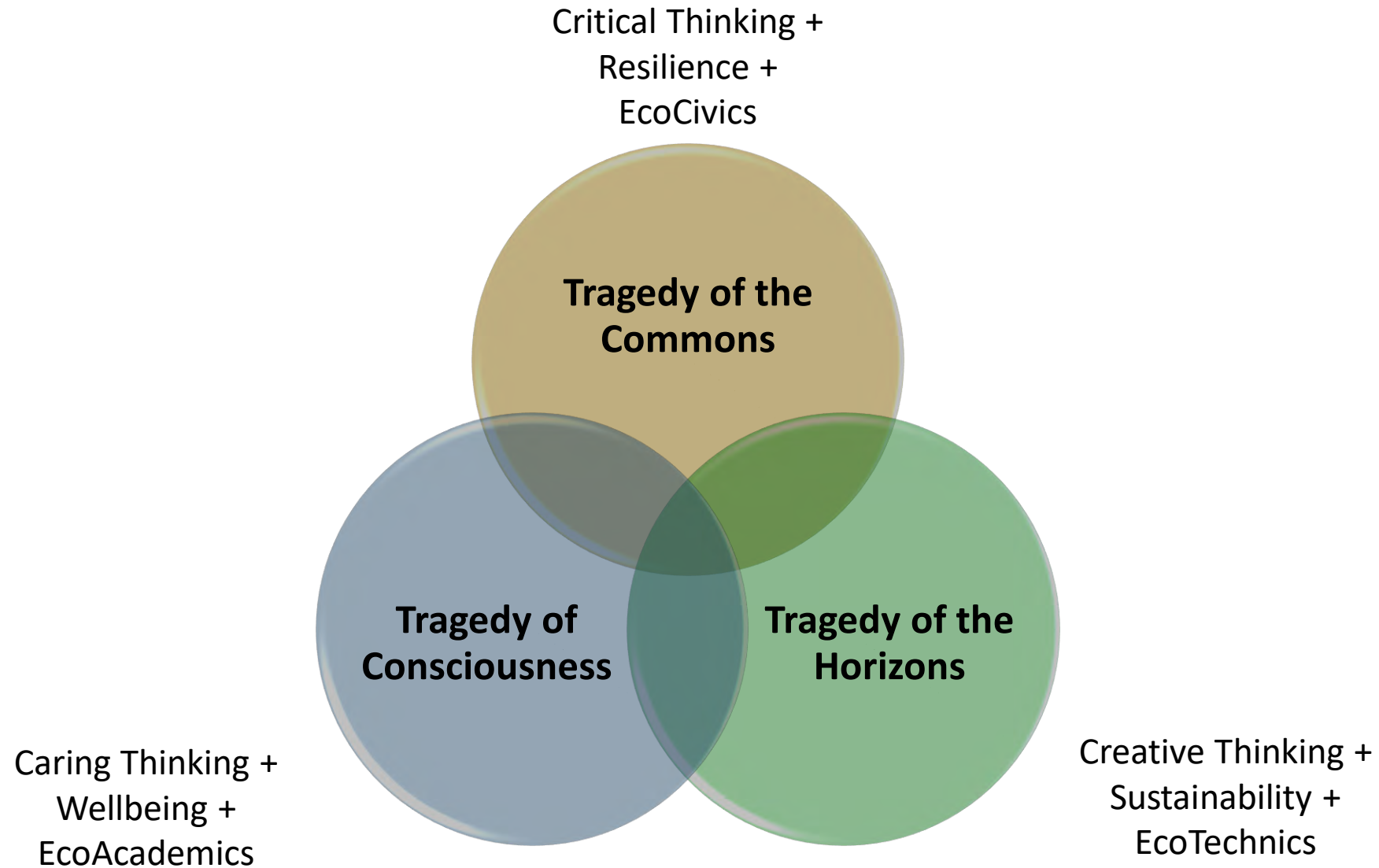
Teaching and learning for integrative Wellbeing, Resilience and Sustainability



3 Horizons : Towards Thrivability

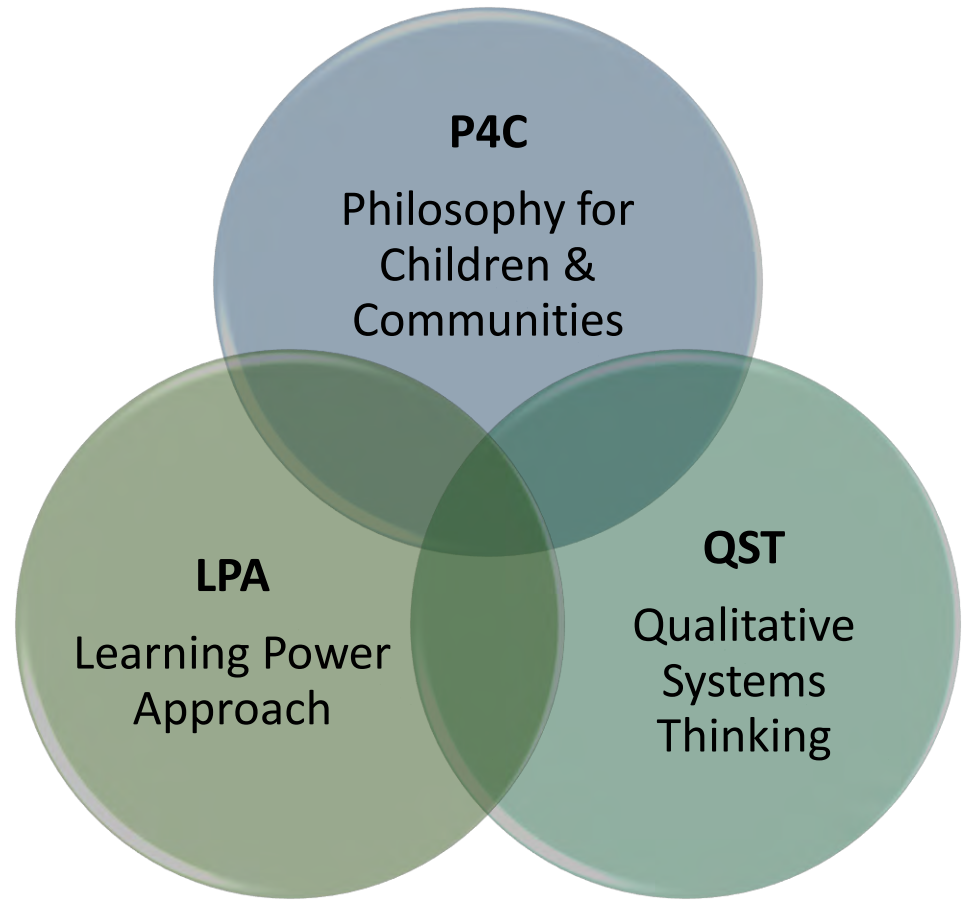


3 Tragedies of the MetaCrisis : Seeking Educational Remedies



3 Thinking & Learning Skills Approaches: Thrivability Thinking Synthesis

Dialogical Democratic
Learning in Communities
of Inquiry



Self-directed learning
powers : split screen
teaching

Patterns and multi-term
processes used to model
ecologies of learning and
practice: thinking with
triads & tetrads

3 Catalysts for Thrivability Thinking



TEACH THE FUTURE

Our learning needs to reflect the severity of the climate crisis.

We demand reform to the education system.



Teach the Future is an **inclusive, well organised and persistent** campaign by secondary and tertiary education students to repurpose the education systems of the world, around the climate emergency and ecological crisis.



Designing a Meta-Pedagogy 1

ADAPTIVE MODES OF COMMUNITY OF INQUIRY

ECOLOGIES OF LEARNING						ECOLOGIES OF PRACTICE	
DOMAINS OF LEARNING	LEARNING IMPERATIVE	LEARNING HABITS OF MIND				VOCATIONAL VERSATILITY	DIMENSION OF THRIVABILITY
ACADEMICS	CARE	Appreciating	Obliging	Loving	Minding	Fellowship21C – Caring Thinking	WELLBEING

Designing a Meta-Pedagogy 1

ADAPTIVE MODES OF COMMUNITY OF INQUIRY

ECOLOGIES OF LEARNING						ECOLOGIES OF PRACTICE	
DOMAINS OF LEARNING	LEARNING IMPERATIVE	LEARNING HABITS OF MIND				VOCATIONAL VERSATILITY	DIMENSION OF THRIVABILITY
ACADEMICS	CARE	Appreciating	Obliging	Loving	Minding	Fellowship21C – Caring Thinking	WELLBEING
CIVICS	DELIBERATE	Judging/ Balancing	Criteria-observing	Self-correcting	Sensitivity to Context	Councillorship21C – Critical Thinking	RESILIENCE

Designing a Meta-Pedagogy 1

ADAPTIVE MODES OF COMMUNITY OF INQUIRY

ECOLOGIES OF LEARNING						ECOLOGIES OF PRACTICE	
DOMAINS OF LEARNING	LEARNING IMPERATIVE	LEARNING HABITS OF MIND				VOCATIONAL VERSATILITY	DIMENSION OF THRIVABILITY
ACADEMICS	CARE	Appreciating	Obliging	Loving	Minding	Fellowship21C – Caring Thinking	WELLBEING
CIVICS	DELIBERATE	Judging/ Balancing	Criteria-observing	Self-correcting	Sensitivity to Context	Councillorship21C – Critical Thinking	RESILIENCE
TECHNICS	CREATE	Unifying	Generating	Inventing	Imagining	Authorship21C – Creative Thinking	SUSTAINABILITY

Designing a Meta-Pedagogy 2

ADAPTIVE SELF-DIRECTED LEARNING POWERS

ECOLOGIES OF LEARNING						ECOLOGIES OF PRACTICE	
DOMAINS OF LEARNING	LEARNING IMPERATIVE	LEARNING HABITS OF MIND				VOCATIONAL VERSATILITY	DIMENSION OF THRIVABILITY
ACADEMICS	REFLECT	Big Questions	Purpose	Contemplating	Meditating	Worship21C - Spiritual Development	WELLBEING
	INQUIRE	Investigating	Conceptualizing	Knowing	Dialoging	Scholarship21C - Scientific Development	

Designing a Meta-Pedagogy 2

ADAPTIVE SELF-DIRECTED LEARNING POWERS

ECOLOGIES OF LEARNING						ECOLOGIES OF PRACTICE	
DOMAINS OF LEARNING	LEARNING IMPERATIVE	LEARNING HABITS OF MIND				VOCATIONAL VERSATILITY	DIMENSION OF THRIVABILITY
ACADEMICS	REFLECT	Big Questions	Purpose	Contemplating	Meditating	Worship21C - Spiritual Development	WELLBEING
	INQUIRE	Investigating	Conceptualizing	Knowing	Dialoging	Scholarship21C - Scientific Development	
CIVICS	LEAD	Meta-learning	Planning	Revising	Distilling	Leadership21C – Strategic Development	RESILIENCE
	PARTICIPATE	Empathy/ Listening	Imitating the Best	Collaborating	Interdependence	Citizenship21C – Political Development	

Designing a Meta-Pedagogy 2

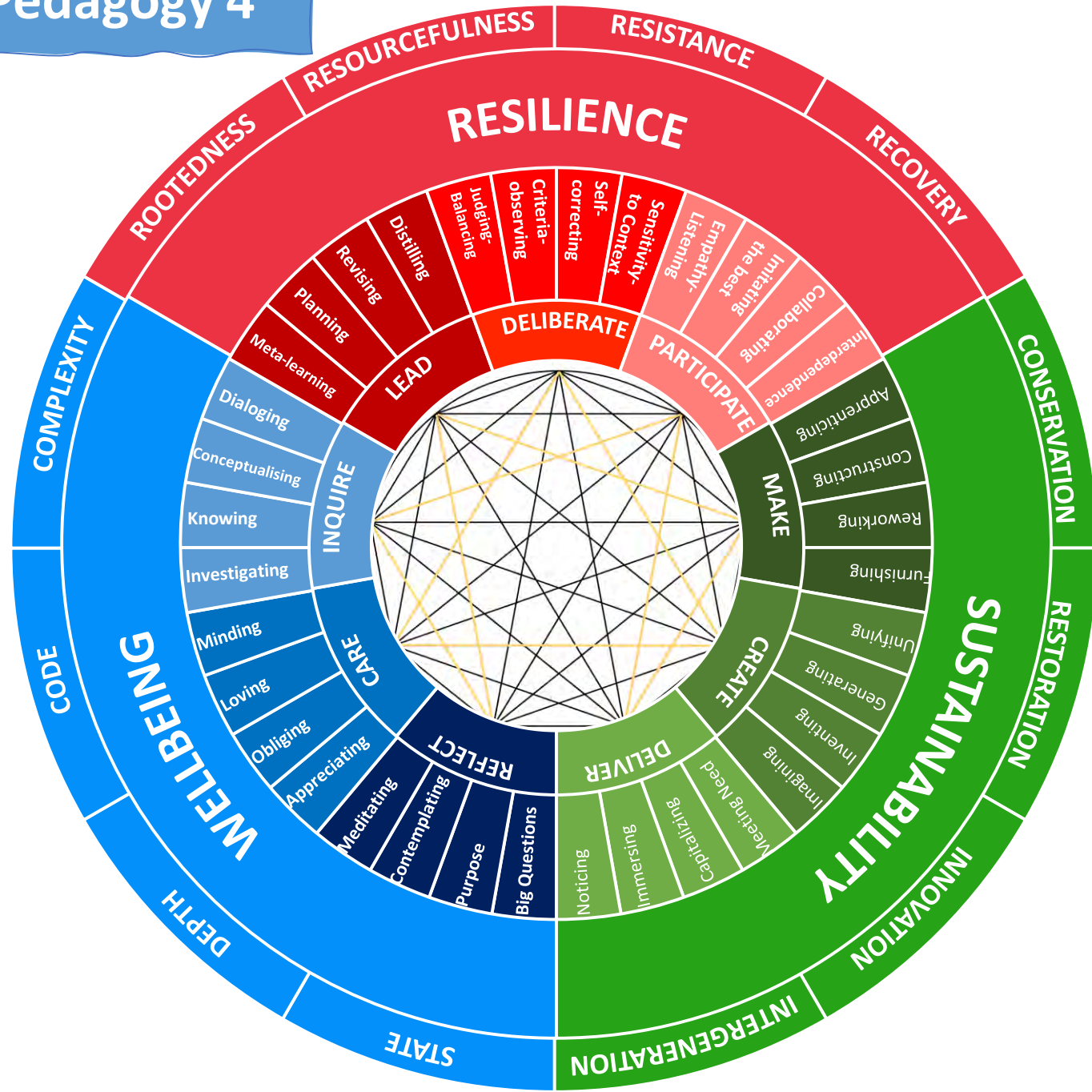
ADAPTIVE SELF-DIRECTED LEARNING POWERS

ECOLOGIES OF LEARNING						ECOLOGIES OF PRACTICE	
DOMAINS OF LEARNING	LEARNING IMPERATIVE	LEARNING HABITS OF MIND				VOCATIONAL VERSATILITY	DIMENSION OF THRIVABILITY
ACADEMICS	REFLECT	Big Questions	Purpose	Contemplating	Meditating	Worship21C - Spiritual Development	WELLBEING
	INQUIRE	Investigating	Conceptualizing	Knowing	Dialoging	Scholarship21C - Scientific Development	
CIVICS	LEAD	Meta-learning	Planning	Revising	Distilling	Leadership21C – Strategic Development	RESILIENCE
	PARTICIPATE	Empathy/ Listening	Imitating the Best	Collaborating	Interdependence	Citizenship21C – Political Development	
TECHNICS	MAKE	Apprenticing	Constructing	Reworking	Furnishing	Craftsmanship21C – Artistic Development	SUSTAINABILITY
	DELIVER	Noticing	Immersing	Capitalizing	Meeting Need	Entrepreneurship21C – Business Development	

Designing a Meta-Pedagogy 3

ECOLOGIES OF LEARNING						ECOLOGIES OF PRACTICE		
DOMAINS OF LEARNING	LEARNING IMPERATIVE	LEARNING HABITS OF MIND				VOCATIONAL VERSATILITY	ECOPRAXIS	DIMENSION OF THRIVABILITY
ACADEMICS Theoria/ Episteme	REFLECT	Big Questions	Purpose	Contemplating	Meditating	Worship21C - Spiritual Development	STATE	WELLBEING
	CARE	Appreciating	Obliging	Loving	Minding	Fellowship21C – Caring Thinking	DEPTH	
	INQUIRE	Investigating	Conceptualizing	Knowing	Dialoging	Scholarship21C - Scientific Development	CODE	
CIVICS Phronesis	LEAD	Meta-learning	Planning	Revising	Distilling	Leadership21C– Strategic Development	COMPLEXITY	RESILIENCE
	DELIBERATE	Judging/ Balancing	Criteria- observing	Self-correcting	Sensitivity to Context	Councillorship21C – Critical Thinking	ROOTEDNESS	
	PARTICIPATE	Empathy/ Listening	Imitating the Best	Collaborating	Interdependence	Citizenship21C – Political Development	RESOURCEFULNESS	
TECHNICS Techne	MAKE	Apprenticing	Constructing	Reworking	Furnishing	Craftsmanship21C – Artistic Development	RESISTANCE	SUSTAINABILITY
	CREATE	Unifying	Generating	Inventing	Imagining	Authorship21C – Creative Thinking	RECOVERY	
	DELIVER	Noticing	Immersing	Capitalizing	Meeting Need	Entrepreneurship21C – Business Development	CONSERVATION	
							RESTORATION	
							INNOVATION	
							INTERGENERATION	

Designing a Meta-Pedagogy 4



Thrivability Thinking and the Sustainable Development Goals



SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY 	2 ZERO HUNGER 	3 GOOD HEALTH AND WELL-BEING 	4 QUALITY EDUCATION 	5 GENDER EQUALITY 	6 CLEAN WATER AND SANITATION 
7 AFFORDABLE AND CLEAN ENERGY 	8 DECENT WORK AND ECONOMIC GROWTH 	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	10 REDUCED INEQUALITIES 	11 SUSTAINABLE CITIES AND COMMUNITIES 	12 RESPONSIBLE CONSUMPTION AND PRODUCTION 
13 CLIMATE ACTION 	14 LIFE BELOW WATER 	15 LIFE ON LAND 	16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	17 PARTNERSHIPS FOR THE GOALS 	

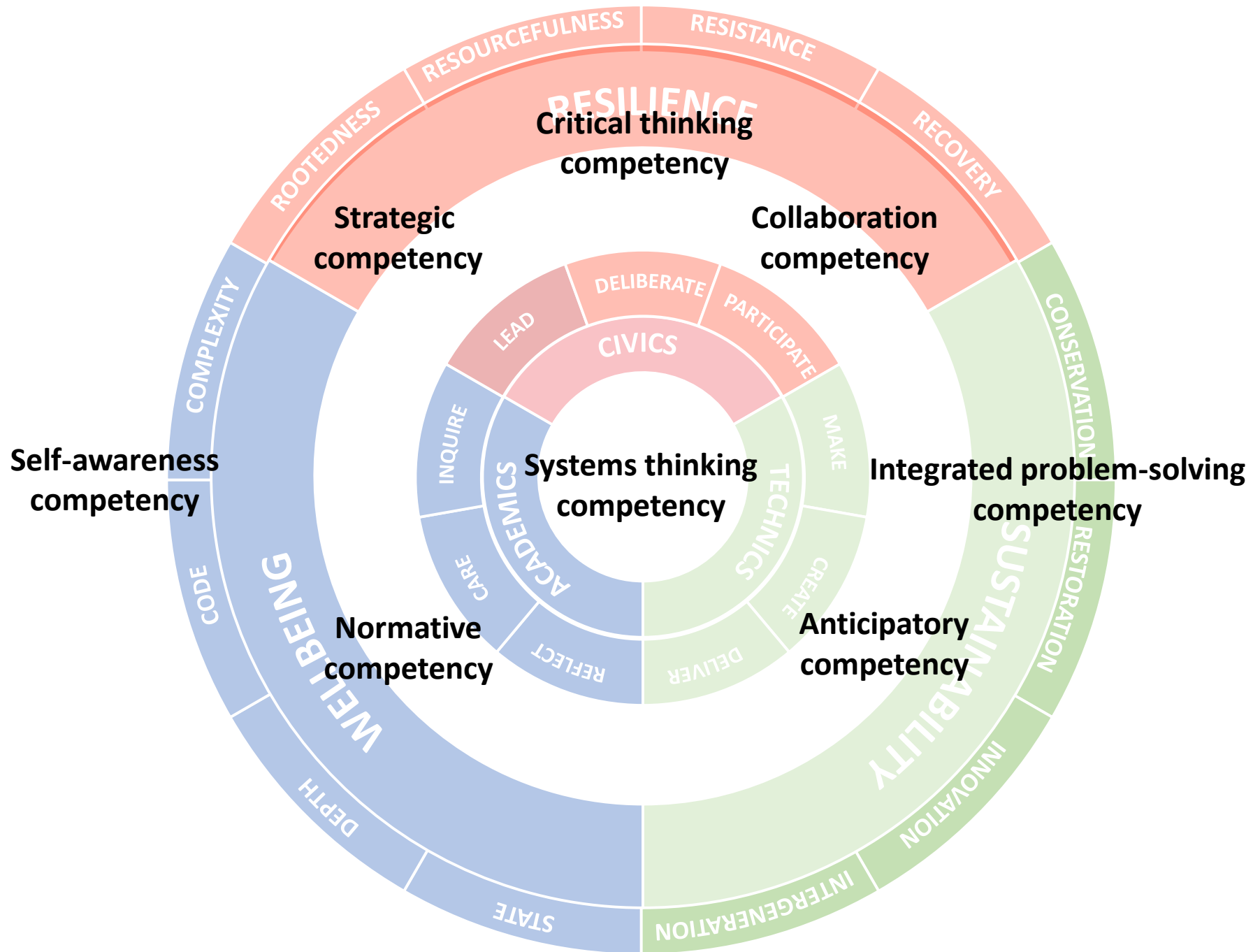


Thrivability Thinking and HE *Education for Sustainable Development*



Achieving the SDGS in our own Context and Teaching UNESCO's Key Competencies for Sustainability

Competency	A student who displays this competency can:
Systems thinking competency	<ul style="list-style-type: none"> recognise and understand relationships analyse complex systems consider how systems are embedded within different domains and scales deal with uncertainty
Anticipatory competency	<ul style="list-style-type: none"> understand and evaluate multiple outcomes create their own visions for the future apply the precautionary principle assess the consequences of actions deal with risks and changes
Normative competency	<ul style="list-style-type: none"> understand and reflect on the norms and values that underlie one's actions negotiate sustainable development values, principles, goals and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions
Strategic competency	<ul style="list-style-type: none"> develop and implement innovative actions that further sustainable development at the local level and further afield
Collaboration competency	<ul style="list-style-type: none"> learn from others (including peers, and others inside and outside of their institution) understand and respect the needs, perspectives and actions of others deal with conflicts in a group facilitate collaborative and participatory problem solving
Critical thinking competency	<ul style="list-style-type: none"> question norms, practices and opinions reflect on own one's values, perceptions and actions take a position in the sustainable development discourse
Self-awareness competency	<ul style="list-style-type: none"> reflect on their own values, perceptions and actions reflect on their own role in the local community and (global) society continually evaluate and further motivate their actions deal with their feelings and desires
Integrated problem-solving competency	<ul style="list-style-type: none"> apply different problem-solving frameworks to complex sustainable development problems develop viable, inclusive and equitable solutions utilise appropriate competencies to solve problems



TEACH THE FUTURE

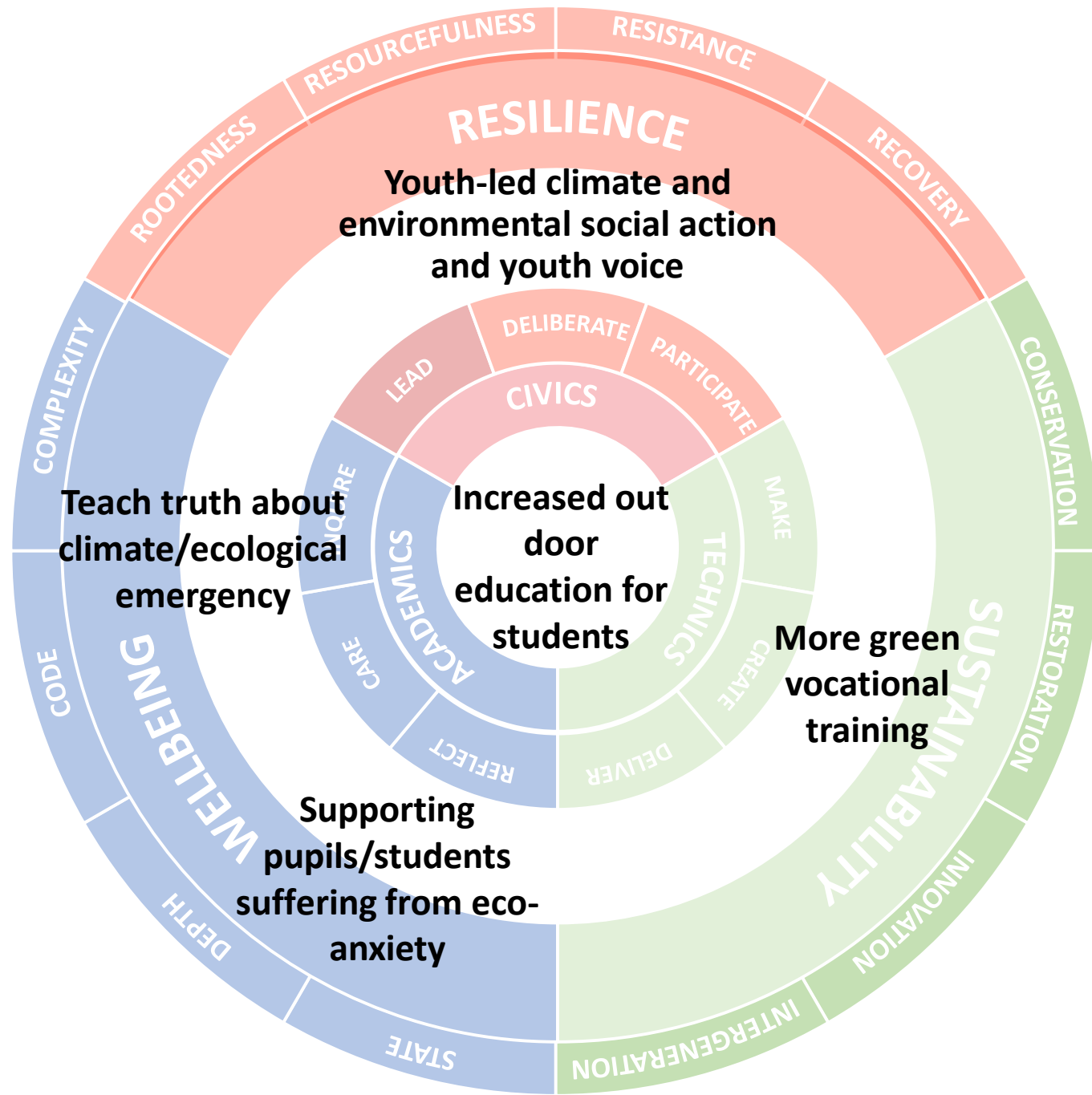
Our learning needs to reflect the severity of the climate crisis.

We demand reform to the education system.

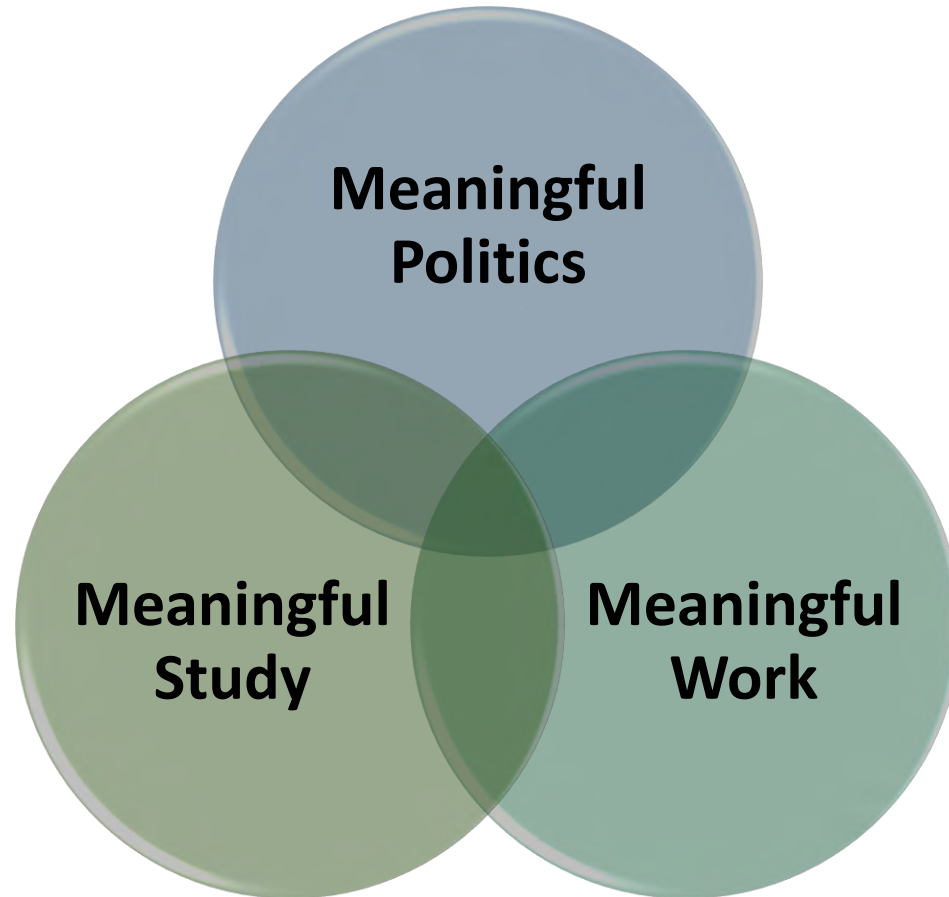
Teach the Future is an **inclusive, well organised and persistent campaign** by secondary and tertiary education students to repurpose the education systems of the world, around the climate emergency and ecological crisis.

Climate Emergency Education Bill Demands

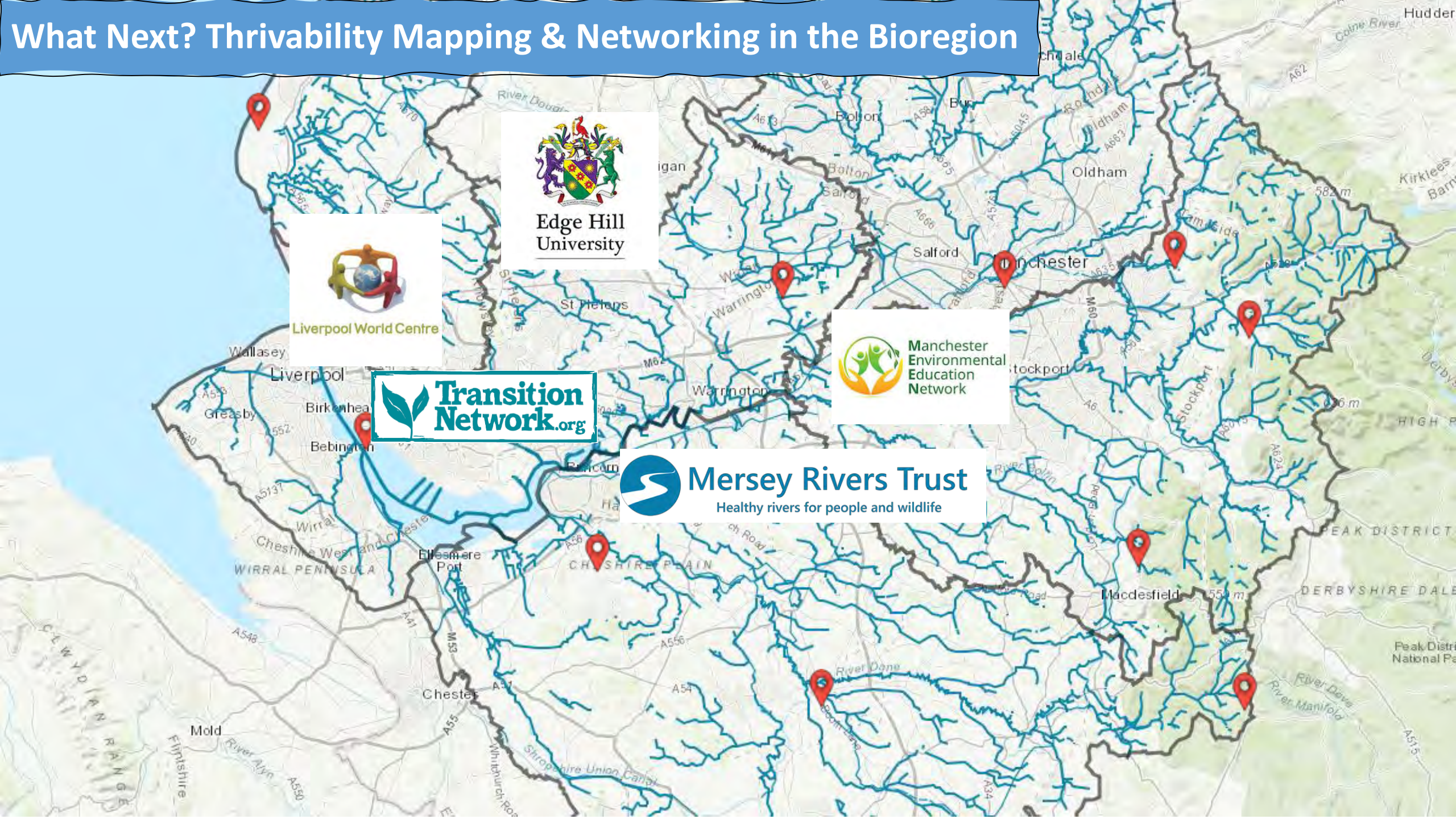
- All education providers to **teach the truth** about the climate and ecological emergency;
- **Teachers and lecturers** to be retrained to do so;
- Help for educators in **supporting pupils suffering from eco-anxiety**;
- Increased **outdoor education** for students;
- Funding for youth-led **climate and environmental social action** and youth voice;
- Creation of more **green vocational training**;
- Retrofitting of **all educational buildings to net-zero emissions** by 2030



What Next? Expanding the model for Tertiary Use



What Next? Thrivability Mapping & Networking in the Bioregion



Edge Hill University



Liverpool World Centre



Manchester Environmental Education Network



Mersey Rivers Trust

Healthy rivers for people and wildlife

Thrivability Thinking Key Sources

	Author	Key Text
Philosophy for Children & Communities	Matthew Lipman	Thinking in Education
Learning Power Approach	Guy Claxton	The Learning Power Approach
Qualitative Systems Thinking	Anthony Hodgson	Systems Thinking for a Turbulent World
Studio Thinking	Lois Hetland et al	Studio Thinking 2: The Real Benefits of Visual Arts Education
Wellbeing	Hanzi Freinacht	The Listening Society
Resilience	Katrina Brown	Resilience, Development and Global Change
Sustainability	Bill Sharpe	Three Horizons: the Patterning of Hope
Bioregion	Mark Burton	A Green Deal for the Manchester-Mersey Bioregion

Music: *The Water* by Johnny Flynn and Laura Marling
<https://www.youtube.com/watch?v=a4QQ7HYYdWw>

Thank You

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